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ABSTRACT

A project was undertaken at Brevard Community College in Florida to provide special placement and followup assistance to persons entering nontraditional occupations. Included among the major project activities were the following: efforts to raise the consciousness of women about opportunities in nontraditional careers through a seminar on employment opportunities for women in the eighties, provision of outreach and intake services, provision of support counseling, development of an employability skills training program, establishment of services to place clients into training and jobs, and development of liaisons with business and industry. Since the project's inception, over 200 office visits and 1,300 telephone contacts have been provided for a total of 1,500 client contacts. Furthermore, over 60 contacts were made with Brevard County employers and 9 site visits were made. As a result of the project, 33 persons were placed in training at Brevard Community College, 59 were placed in jobs, and at least 23 persons were placed in Women's Education Development Incentive classes. In addition, several Brevard Community College placements are anticipated for fall. (MN)

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ED233162

FINAL REPORT

PROJECT NO. 052-1513-33N31

FROM JULY 1, 1982 - JUNE 30, 1983

Special Placement and Follow-up Assistance to Persons Entering Non-Traditional Occupations

Brevard Community College
1519 Clearlake Road
Cocoa, Florida 32922

Project Director

Marilyn J. VanderLugt

CE036629

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ABSTRACT OF THE FINAL REPORT

Title of Project:	Special Placement and Follow-up Assistance to Persons Entering Non-traditional Occupations
Organization:	Brevard Community College
Project Director:	Marilyn J. Vander Lugt
Expenditures:	The final expenditure report is being forwarded to the State of Florida DOE, mid-August, 1983.
Duration of Project:	July 1, 1982 - June 30, 1983 and amended to begin September 30, 1983
Project Number:	052-1513-33N31

ABSTRACT

The problem is that few women know about the advantages and opportunities in non-traditional (NT) jobs. At the same time, there is an urgent and increasing need for single heads of households to make a decent wage. In addition, teachers, counselors, and employers need to have their consciousness raised about non-traditional career opportunities for both men and women.

The grant was designed to continue the development of awareness about opportunities in non-traditional careers and to provide counseling support and placement for persons entering non-traditional training or jobs. Other objectives were to provide follow-up for those who entered non-traditional fields, to document their needs and problems, and finally to adopt procedures for evaluating various components of the program.

The grant was implemented by a placement specialist on the Cocoa Campus of Brevard Community College (BCC). The grant period was from 1 July 1982 to 30 June 1983, although the placement specialist worked only a nine month period.

Our methodology included awareness development in the form of a non-traditional seminar, outreach and intake, support counseling, employability skills training, placement assistance into training and jobs, and liaison development with business and industry and analysis of the success of each method (Appendix A).

Over 200 office visits and 1300 telephone contacts were provided for a total of 1500 client contacts. Over sixty contacts were made with Brevard County employers and nine on-site visits were made (Appendix B). Persons placed in training at BCC totaled 33 and persons placed in jobs

totaled 59 for a combined total of 92 placements. Approximately 200 people attended the Non-traditional Seminar including eleven high school counselors and occupational placement specialists and fifty high school students. At least 23 persons were placed in WENDI (Women's Education Development Incentive) classes. In addition, several BCC placements are anticipated for fall.

High school women are not open to vocational training, especially the trades. New strategies need to be developed to reach them. Support counseling and teaching employability skills are successful ways to help persons find employment. The continuing high divorce rate in Brevard County and continued high employment figures are two sure indicators that similar services will continue to be needed.

INTRODUCTION

PROBLEM:

Awareness and support for non-traditional training and employment opportunities have begun; however, many men and women remain sex-role stereotyped in choosing their careers, in supporting a free choice for their children, and in hiring people to fill positions.

Not enough women or men are aware of or taking advantage of the opportunities in non-traditional training and jobs. There are many reasons for this including external and internal barriers. External barriers include lack of child care, lack of money, resistance of the trades to hire women, lack of knowledge about opportunities and parental and family pressure against non-traditional jobs. Some internal barriers are the ingrained socialization of what is appropriate for men and for women, fear of success, and low self-confidence.

RESEARCH:

An article in the Journal of Educational Equity and Leadership entitled, "Sex Equity: Factors Associated with Non-traditional Vocational Enrollments," discusses the problems brought about by the widespread practice of sex-role stereotyping.

The report states that there is considerable evidence that by the time children enter school, they have already acquired stereotyped attitudes about "appropriate" behavior for males and females. The study was designed to identify some of the factors which influence students' career choices and focused in particular on the influence of parents, peers, and school personnel.

In vocational education, sex-role stereotyping can be most easily observed. According to the study in 1978-1979, 61% of the students in vocational education in New York State were female, but they were disproportionately represented in programs such as health (91% female), occupational home economics (78% female), and office and business (74% female). Males were highly represented in technical and trade programs.

Among a group of 10th graders surveyed, 38% were taking occupational education courses and were thought to be likely to continue taking such courses in 11th or 12th grade. Of the 10th graders planning to take

CHART NO. 1

PLACEMENTS AND CONTACTS

Number placed NT:	26	
In jobs T:	33	
	59	
Number placed at BCC:		
NT:	14	
T:	14	
Gen. Studies:	6	
	34	
Total placements:		93
WENDI placements:		
Into classes:		23
Number of companies contacted:		62
Number of people seen in office:		
Appointments	88	
Walk-ins	112	
	200	
Number of phone calls:		
working 3 days a week =	420	
working 4 days a week =	880	
Total	1300	
Number of faculty, staff, and counselors contacted:		69

occupational courses, over 40% of both boys and girls said no one helped them make the decision. For those who had help, people of the same sex as the student were reported to have been the most influential. For girls, the most frequently mentioned encouragers were, in order, female friends, mother and father. For boys, mothers and then fathers were most frequently mentioned. Both boys and girls expected more support in traditional programs. And for both boys and girls, male friends were seen as the most opposed to non-traditional programs. Parents' reactions to program choices of the students were strongly sex-stereotyped.

Occupational Ed. Students: Student surveys were also completed by 832 students enrolled (589 males and 243 females) in occupational programs at 22 schools. Most were happy with their courses and were mostly in courses traditional for their sex. Again, for both boys and girls, male friends are perceived to be the most opposed to non-traditional programs. Few students who had considered a non-traditional course reported receiving encouragement or discouragement. Girls were helped to decide by female peers, mothers, no one, counselors, fathers and male peers in order. Boys cited no one, fathers, counselors, male peers, and mothers.

Teachers were also surveyed as to whether they employed methods to increase cross-sex enrollment. Of the teachers in the sample, 59% either said they made a personal effort or thought no special effort was necessary since they didn't have "underrepresentation" in their classes. The rest of the teachers (41%) said they made no efforts to increase enrollments. The teachers who did make efforts to increase cross-sex enrollments were classified in three groups: those who personally encourage students on a one-to-one basis; those offering orientation programs, and those emphasizing non-traditional job opportunities to students. The study suggests a positive correlation between a teacher's efforts to increase enrollment and non-traditional students in classes.

Since the research recognizes the importance of the influence of others on students' career choices, the authors of the study suggest at least two courses of action: 1) provide information and resources to those with the greatest influence, and 2) increase the impact of school personnel. Several recommendations were made to accomplish this: first is "to increase information and counseling for students and parents about non-traditional occupations." Specific suggestions include more information for parents and students, workshops for teachers, and more informed counselors. The second recommendation is to "develop a support system for students making career decisions and students in non-traditional programs." Suggestions here include identifying students who are considering non-traditional, clustering these students in classes, and utilizing role models.

This research influenced our decision to highlight getting information to counselors at both high school and junior high levels and to take every opportunity possible to speak in high school classes.

SCOPE:

The grant was implemented by Sheila China, a placement specialist with the Women's Education Development Incentive Program (WENDI) at the Cocoa Campus of Brevard Community College (BCC). This report covers a grant period from July 1, 1982 to June 30, 1983; however the placement specialist began work September 30, 1982. The report covers the activities of the grant focusing on outreach, intake and support counseling, placement assistance into training and jobs, and development of linkage with business and industry. The report also addresses the impact of the grant on the lives of participants, BCC, and the community. It provides statistics to quantify the impact.

OBJECTIVES:

The objectives of the grant include the following: to continue awareness development of non-traditional job opportunities; to provide counseling support for persons entering non-traditional training and employment; to provide placement assistance; to provide follow-up for those entering non-traditional fields to better understand and document their problems, successes, and retention in their occupational areas; to adopt procedures for evaluating various components of this program.

LIMITATIONS:

The grant was implemented within Brevard County, Florida. The population served by the grant included students from the three campuses of Brevard Community College (BCC): Titusville, Cocoa, and Melbourne, with the emphasis on students in non-traditional fields. In addition, many persons from the community were seen who wanted career exploration or were looking for training and/or jobs. Contacts were made with business and industry in Brevard County, with a few contacts in Orlando. The placement specialist, who was the only person funded under the grant, worked part-time 20 hours per week from 30 September, 1982, through mid-January, 1983. From January until 30 June, 1983, the hours were increased to 28 hours per week. There was no scientific sample for the program. Supportive services for the placement specialist were provided by BCC staff. The grant was implemented as part of Student Services on the Cocoa campus. Administration for the grant was provided by the Coordinator of the Career Center in Cocoa who reports to the Dean of Student Services.

METHODOLOGY

AWARENESS DEVELOPMENT:

To develop and continue the objective of raising consciousness about opportunities in non-traditional careers, a seminar entitled "Better Jobs for Women in the Eighties" was organized and conducted. Contacts were made with role models and with representatives of six companies and one agency to arrange for their participation on the panels (Appendix C). The morning segment of the program featured a role model panel of women working in non-traditional jobs and a panel of employers discussing opportunities within their business field. The afternoon segment of the

program included three optional activities: a tour of the campus, a workshop on educational opportunities at BCC, and a workshop on job opportunities. The workshops each featured a panel of resource persons. The educational opportunity panel included representatives from student services, the financial aid office, CETA, Learning Lab/Career Center, and others. The job opportunity panel included representatives from the Department of Transportation, Department of Agriculture, Division of Forestry, Florida State Employment Service, Florida Highway Patrol, Displaced Homemaker Grant, etc.

Through contacts with the features' editor of the Today newspaper, an article about the seminar appeared on the front page of the People Section of the paper, along with a picture of one of the role models (Appendix D). An article about the seminar also appeared in the INTERCOM, the BCC College Relations Office newsletter (Appendix E). We also sent a press release to several radio stations and community newspapers in the area. In addition, Channel 9 TV, Orlando, featured a piece covering the seminar on the evening news. The Women's Bureau, Atlanta, provided information and pamphlets to include in the extensive information packets on non-traditional careers that were provided for the 200 participants.

Counselors, placement specialists and students from the eleven Brevard County high schools were invited to the seminar. We began this process by sending a letter of invitation to all high school principals to raise their awareness and gain their support, and we followed with letters to counselors and occupational placement specialists (Appendices F & G). Through a BCC Dean, the Brevard County School Board was made aware of the seminar and urged to give it their support as a very worthwhile effort. A flyer and a program were designed for the seminar and were distributed on the three BCC campuses, at the public libraries, and other locations throughout the county (Appendices H & I). Each of these contacts contributed to increasing awareness of opportunities in NT careers for women.

EVALUATIVE SUMMARY OF AWARENESS DEVELOPMENT:

The seminar served to increase awareness among a wide range of participants: high school students, counselors, and occupational placement specialists; BCC students, counselors, and staff, employers on the business panel, and the public. Approximately 200 persons attended the seminar. Communication begun at the seminar continued and expanded throughout the year. Several members of the business panel indicated an interest in helping the WENDI program. For example, two of the business panelists represented their companies at Career Information Day a month after the seminar. One person, a recruiter for Holmes Regional Medical Center, said that three high school counselors had contacted her after the seminar to arrange for career shadowing. Consequently, thirty-one high school students did career-shadowing at Holmes. One client that I know of got a job at EG&G at the seminar through the contact made there. Several persons called the panelists and some had interviews.

The evaluation forms from the seminar were very positive and we hear positive feedback throughout the year. In addition, we received a letter of commendation from the Career Education Coordinator of the Brevard County Schools and cemented a good relationship.

NON-TRADITIONAL OUTREACH:

Raising awareness of opportunities was further accomplished through a variety of methods. A flyer on the non-traditional grant was posted at locations throughout BCC and the community, including Florida State Employment Service, libraries, the AFDC office, the Food Stamp Office, and the South Brevard Women's Center. An article on the non-traditional grant was included in the newsletter and course schedule which WENDI mails out to 7,000 persons in the community. (See Appendix J.)

In December 1982, there was an outreach mail out to persons in non-traditional career fields at BCC. A computer print-out was done by Data Services at the College by compiling students' career code numbers for non-traditional careers. The mail out was then completed using the computer print-out which listed 917 women and 50 males in non-traditional fields for a total of 967. The mail out included a letter advising students of the services of the grant and a questionnaire and postpaid return envelope for those who wished to use the services (Appendices K & L).

A follow-up mail survey was sent out in April 1983, for tracking students and clients seen within the past year. A letter and questionnaire was sent to 80 persons (Appendices M & N). A second mail out for tracking was sent to 55 additional students and clients at the beginning of June. The goal was to maintain contact with students/clients served and to determine their current employment or training status.

In April 1983, the non-traditional grant was featured in an article in the CAPSULE, the BCC student newspaper (Appendix O). In addition, with the assistance of the College Relations Office, a brochure was designed to use with business and industry (Appendix P). Forty-five of these brochures were mailed with a letter to maintain contacts established earlier in the grant. An information sheet on BCC and employment opportunities for students was developed (Appendix Q).

EVALUATIVE SUMMARY OF OUTREACH:

Many calls resulted from the mailout of 7,000 WENDI Course Schedules which included an article on the non-traditional grant. In addition, many people came in who have seen our flyer posted. These are methods we will repeat.

The mailout to non-traditional students at BCC in December 1982 had a 7 percent return rate. In addition to returning questionnaires, many students called for information or came to the office. At times, students were waiting in line outside the office. These techniques will also be repeated; however, some categories of students who showed little response will be eliminated.

MAILOUTS TO STUDENTS/CLIENTS
CHART NO. 2

Outreach mailout to:

	917 females
	50 males
Total	967

Questionnaires returned completed: 65 Percentage returned: 7%

Follow-up mailout for tracking school and job placements:

April 1983 - 80 students/clients
Response 19 returns

June 1983 - 55 students/clients
Response 15 returns

Total questionnaires: 135
Total returns: 34
Percentage returned: 25%

The two "follow-up" mailouts have shown a return rate of about 25 percent. Evaluations are positive, rated on a scale of 1 through 7 with many sevens. This method will also be repeated as a way to confirm placements and do evaluation of services. We will refine the questionnaire to get other specific information another time.

Speaking engagements: I spoke to groups within both the College and the community to provide information on the non-traditional program. I testified before the Central Florida Commission on the Status of Women on the needs of women in training and employment. I spoke to the WENDI classes, Vocational Readiness/Job Placement (VR/JP) at both the Cocoa and Melbourne campuses throughout the year, for a total of six classes. I also spoke to four Career English classes at Cocoa High School and to 50 graduating seniors from Merritt Island High School. I received an invitation for WENDI to speak at Merritt Island High School in September 1983.

Evaluative Summary of Speaking Engagements: Speaking to six WENDI classes throughout the year brings students in to talk about career plans, do exploration, and work on resumes. I also function as a resource for them; for example, for the March VR/JP (Vocational Readiness/Job Placement) class, Melbourne campus, I referred the teacher to a personnel representative of a computer firm who did mock interviews for the class, provided two names of persons who came and appeared on a role model panel, provided consultation for the teacher, spoke to the class and encouraged them to consider non-traditional careers. The class attended Career Information Day and three students attended the Non-traditional Seminar. By linking resources from several programs, students had wider opportunities.

In addition, we feel that a good beginning has been made with speaking to the high schools and plan to expand this strategy in the fall, especially since high school young women are so unaware of opportunities in non-traditional careers.

Intake: Intake was performed for interested participants. Population served included BCC non-traditional students who responded to mail outs, current students at BCC, a few university students, women who had seen flyers or were referred by friends, the Career Center, WENDI and staff/faculty. I also took referrals from community agencies, such as the Spouse Abuse Center, to assist women into WENDI classes and BCC. Persons were then referred to appropriate contacts, resource persons, or offices, such as: BCC Admissions Office, Program Advisors/Counselors, Financial Aid, Learning Lab, Career Center, WENDI, New Initiative Program and/or an appropriate community resource.

Support counseling: Ongoing support counseling was provided. Much of my time has been spent listening, giving encouragement, and confidence building. I also provided employability skills training, including: resume writing assistance, interview techniques, career exploration and testing, job market information, and job finding skills. I've developed extensive resources in the community to which I refer people to help them meet their needs.

CONTACTS

CHART NO. 3

	Community Contacts	Staff, Faculty Contacts	Business Contacts
1983			
June			
May	5	15	6
April	6	15	16
March	24	8	7
February	4	8	12
January	1	8	20
1982			
December		12	1
November	2	3	12
October	—	—	—
TOTALS	42	69	74

PLACEMENT:

Placement into training: Persons who wanted training were assisted into BCC, using the resources mentioned before. In addition, I worked closely with BCC instructors. Some of the persons I worked with were:

Vocational Division Counselor	Technical Division Counselor
Instructors for:	Instructors for:
Radio/TV Repair	Electronic Technology (2)
Welding	Drafting Technology (3)
Machine Tool	Bio-Medical Machine Repair
Industrial Electricity	Environmental Technology
Cabinet Making and Millwork	
Building Construction	

Contacting these instructors was a further aspect of raising awareness of non-traditional placement and its importance. Prospective students were taken on tours of the Vocational/Technical areas and introduced to counselors and instructors. I also accompanied a group of high school seniors on a tour of the Allied Health Program.

Persons looking for other educational opportunities were referred to appropriate contacts, such as the Learning Lab for those wanting a GED, WENDI classes, CETA, Continuing Education, and apprenticeship opportunities. Contact was maintained with Ellen Hone, Florida Bureau of Apprenticeship Training (BAT), Orlando. In addition, Ilse Nelles, Brevard Apprenticeship Representative for the Central Florida Associated Builders and Contractors (ABC), Orlando, called and asked to meet with me for assistance in getting women into the trades and in jobs. I initiated contact with the Union Carpenters Apprenticeship Program, Joint Apprenticeship Training Committee (JATC), in Melbourne; the Central Florida Painters and Drywall Finishers JATC, Orlando; Holloway Electric, Titusville; and Boye's Electric, Melbourne. I also received equal opportunity notices from contractors.

Job placement: I made job development calls to companies and referred students to openings. I sent students' resumes to contact persons in companies. Received job announcements from city, county, state, and federal agencies, [illegible] and others, and kept a file of openings. Placement assistance included providing students with names of personnel representatives and employers to contact. "The Directory of Manufacturers and Related Industries" compiled by the Brevard Economic Development Council was a basic resource for finding companies that needed the skills students had acquired. Students registered with the Career Center for job placement, checked the job announcement board, and followed up on vacancies. Students and clients were also referred to resource persons for information, sent on information interviews and field surveys, and to attend meetings of professional organizations as guests. To ensure their success, I provided information on job finding skills, business etiquette, job market information, and encouragement. I canvassed business pages and kept a clipping file and gave students copies of clippings.

Liaison with business and industry: Brevard County employers were contacted to apprise them of the non-traditional grant through the WENDI program, the services of the grant, and the need for non-traditional job opportunities and higher pay for women. Further efforts included coordinating arrangements for employers who wanted to do group interviews at BCC, developed a brochure to use in outreach with business and industry, attending meetings of the Brevard Personnel Association and establishing a linkage with the Titusville Chamber of Commerce. The Manager, Federal Women's Program at NASA, Kennedy Space Center, was a key contact.

I joined the NASA, Kennedy Space Center, Office Automation Task Team (OATT) for a tour of Sperry-Univac facilities at EPCOT Center and subsequently received invitation from a NASA expert on the automated office to attend User Demonstrations at Kennedy Space Center.

EVALUATIVE SUMMARY OF PLACEMENT:

Placement into training:

The number of non-traditional 14. The number of traditional 20.
The total number of persons placed in training is 34.

In addition, approximately ten persons are anticipated to register in the fall.

Placement into jobs:

The number of persons placed in jobs is 59.
The number of non-traditional 26. The number of traditional 33.
Total Placements: 92

In evaluating placement efficiency, I conclude that a job club may increase placement.

FINDINGS

1. We have found that recruitment and placement assistance are vital to help women move into NT training and jobs.

2. Making the transition in NT often takes time and money which women in crisis do not always have.

3. Planning and decision making take time. Many women whom I saw a year or more ago are just now getting into the jobs/training that they want. For example, Wanda, a woman I first saw in February 1982, was working in a cafeteria serving line, had not finished high school, and had very low self-confidence. I introduced her to the Learning Lab and referred her to a BCC counselor. Shortly after our first meeting, she quit her job and started working at the Learning Lab on her GED. We kept in touch and in March 1983, she began the WENDI VR/JP class. At the end of April, she completed the class, passed her GED, obtained a divorce, and got the house in her name. She also assumed a $400 house payment, so

it put pressure on her in the job search. She applied with PROSYNC, a training and placement agency with CETA contracts, and was chosen in May for electronic assembler training with a guaranteed job. Having completed the training, she is employed at Rockwell International-Collins General Aviation and has enrolled at BCC for night classes in the Industrial Electricity program.

4. There is still ignorance and even a lack of curiosity about non-traditional careers. People call non-traditional jobs "unconventional jobs." The high school students I've addressed have frequently not known what a non-traditional job is. A group of high school seniors came to BCC on a field trip and we noticed that the girls all went to Cosmetology and Allied Health and the boys went to the Vocational and Industrial areas. We need to be talking with parents. The implication is that females with parents and spouses who are educated tend to provide the needed support for them to choose non-traditional fields.

5. It is very important that people get a good initial reception to BCC. They are often so tenuous that a negative reception could turn them away. This is particularly true for non-traditional students.

6. Students are extremely naive and unknowledgeable about the job market and employability skills. They often have trouble getting information or services they need. Support counseling and teaching students how to use resources is an important component in their success.

7. There is a tremendous demand for the services of the grant. At this time in our country, many women are facing a difficult time. Divorce is increasing, and at the same time, there are cutbacks in child care funds and long waiting lists, food stamp programs cut, CETA phasing out, lack of child support monies from former spouses, and cutting of educational waivers. I've seen terrible deprivation and economic hardship among women with whom I've worked.

   Adding to the problem is the economic recession, a tight job market, and the increasing technical demands of the job market. This situation has made it difficult for the younger student in the job market for the first time, the mature woman who is returning to school or work, and particularly, the displaced homemaker. Reentry women often have poor employability skills, and don't know where to start in the job market.

8. Using all the resources of the community college is essential to being effective in meeting the needs of the participants. WENDI classes are one of my primary support systems. Many women come in with a whole complex family of needs. I refer them to WENDI classes so that they can find direction, stabilize their lives, set short- and long-term goals, plus learning job finding skills and developing enough confidence to use them.

9. Women often wait until the last minute to look for a job when they will be needing one. For example, widows on Social Security wait until their children become 16; women whose husbands receive disability wait until it is cancelled; women on unemployment initiate a job search very shortly before their unemployment is gone.

10. Women are more open to technical training than training for the trades. We have hypothesized that this reflects a higher level of education, a higher economic level, and perhaps higher aspirations. One exception is that women who've had the opportunity to work with their fathers in the trades seem to choose them more and have more confidence about getting into them.

11. It is still extremely difficult to get women employed in the trades. An Apprenticeship Representative for the Central Florida Associated Builders and Contractors (ABC) says that companies will not hire women unless they are forced to. If federal contracts require a woman or minority, they will hire one. The representative is very discouraged about recruiting women into the trades when they will have such a difficult time getting jobs and keeping them. A positive signal is that when one good female worker is placed, builders ask, "Do you have any more like her?" I've heard this comment mentioned several times regarding women and minorities in the trades.

12. The field of engineering is emerging as one of the premier fields of the 1980's. This is the message I'm getting from employers, want ads, Job Fairs, and job market canvassing. A continuing challenge will be to identify women with math and science aptitude and to introduce them to engineering and related fields.

13. A telephone call is the best approach to follow-up and providing ongoing encouragement. Letters provide some information and response, but are less effective.

CONCLUSIONS

1. Accessing people into BCC and other training; listening, support counseling, giving information and building confidence; giving information about the job market, teaching employability skills and job placement were the major activities of the grant. In helping students, support and employability skills training, and job market information are most important services. In other words, helping them to make the transition into the real world. For the reentry woman, support, information, and access to opportunities are important. Assistance such as maintaining job vacancy lists is helpful so that jobs can be realistically discussed. A support system and encouragement are very important to the job seeker.

2. Raising consciousness about Non-traditional Careers was also a prime concern. A good beginning was made in reaching high school young women; continuing that activity is important and should be expanded. A Non-traditional Seminar with a role model panel and business representatives is a satisfying and successful way to raise consciousness among students and the public.

3. Job development and meeting with business and industry representatives was the third priority. Having current information about the local job market is important and one of the best ways to get it is first hand from the employer. An ongoing part of the services of the program is personal contact with employers.

4. Linkage with existing services and information centers is vital for the success of a non-traditional placement grant.

5. For this program, follow-up and communication are extremely important and are key factors for success. Telephone contacts are extremely important. Questionnaires work as evaluation tools and a way to reach all the participants in the program. We were not satisfied with them as a way for maintaining contact.

6. Emphasis on awareness about career choices and career education in the elementary and high school is an important educational component that needs continuing support.

7. Career planning and placement services are essential for women in life change. Until sex role stereotyping in career choice is history, interventions to help women choose according to their aptitudes rather than their stereotyping are critical.

RECOMMENDATIONS

- Recruitment and placement for non-traditional careers is an ongoing process that should continue and expand.

- A course in employability skills at the College would be a useful help in student transition to the working world. A job club may also answer some of the needs for employability skills training.

- There is a need for an intern program or an on-the-job training program for displaced homemakers and returnees to the job market. In this way they can be put in touch with the real world and given a safe place to practice employability skills and build a resume with recent experience.

- Planning and presenting an Apprenticeship Day at BCC with vocational counselors and faculty, the Bureau of Apprenticeship Training, Unions, and contractors would be a beginning in developing opportunities for women in the trades.

- Continue and expand liaison with business and industry helping them to implement their EEO programs and goals.

OUTLINE OF METHODS USED FOR GRANT

Appendix A

METHODS

OUTREACH:

Media/Public Relations:

A seminar on Non-traditional Careers for Women.
An article and picture in the TODAY Newspaper.
A notice in the INTERCOM, BCC Newsletter, on the seminar.
A writeup on the NT grant in the newsletter section of the WENDI Course Schedule, mailed to 7,000 persons.
Press release sent to radio stations and community newspapers on the seminar.
A mail out to students at BCC in NT Career fields. 967 letters and questionnaries were sent out. Response was approximately 65.
A follow-up letter and questionnaire for students/clients seen over the past year was sent out, totaling 80 letters. Response: 19 questionnaires.
A second follow-up letter, sent to approximately 55 students and clients. Response: 15.
A mailout to business and industry of 45 outreach brochures.

Speaking Engagements:

Testified before the Central Florida Commission on the Status of Women, May 16, 1983.
Spoke to WENDI classes, Cocoa and Melbourne campuses. Number of classes: 6.
Appeared on a panel for SWAP Program on Non-traditional Careers.
Spoke to four Career English classes, Cocoa High School.
Spoke to Merritt Island High School seniors during tour of BCC.
Spoke on "What is Non-traditional?" for WENDI Non-traditional Careers Seminar.

Group Meetings Attended:

Project Directors and Staff Meeting, and Vocational Education Conference, March 29-31, Orlando, Florida.
Brevard Personnel Association.
WENDI Advisory Council - 3 meetings.
Career Planning Objectives, called by Title III Coordinator of Student Services. Dealing with special populations, non-traditional, etc.

INTAKE:

Intake was performed for interested participants. Population served includes:

NT students who responded to mailout
Current BCC students wanting career exploration
Career Center referrals
Displaced homemakers
Career changers
Women returning to the work force
Faculty and Counselor referrals
WENDI referrals

Persons are then referred to appropriate resources such as:

BCC Admissions Office
Program Advisors/Counselors
Financial Aid
Learning Lab
Career Center
New Initiative Program
Appropriate Community Resources
Took students on tours of Vocational/Technical areas

Support Counseling:

Ongoing support counseling was provided as well as employability skills training, including the following:

Resume assistance
Interview techniques
Career exploration and testing
Job market information
Job finding skills

PLACEMENT:

Placement into Training:

Women who wanted training were assisted into BCC, including services mentioned previously in Intake. Referrals included the Learning Lab for work on GED, WENDI classes, CETA, and Continuing Education classes. Referrals were made to community programs and resources for support for getting into, or remaining in, school including:

Vocational Rehabilitation
CATS Bus Services
Child Care Association
HRS

Referrals were made to Program Advisors/Counselors and Faculty

Placement into Jobs:

Placement assistance for students included suggesting names of companies for students to apply to.
Used the Directory of Manufacturers and Related Industries.
Referred students to personnel representatives and other company contacts.
Referred students/clients to resource persons for information.
Sent them on information interviews.
Referred students to meetings of professional organizations as guests.
Referred students when employers called with job vacancies.
Directed students to register with the Career Center for job placement.
Directed students to our job announcement board.
Took phone calls from employers needing students.
Performed follow-up with students to provide information on job contacts and job finding skills, gave tips on interviewing, advised on job etiquette, and provided encouragement.

LIAISON WITH BUSINESS AND INDUSTRY:

Attended meetings of the Brevard Personnel Association.
Contacted Titusville Chamber of Commerce and will begin attending meetings.
Attended Career Information Day.
Developed brochure to outreach with business and industry.
Arranged interviews (group) for employers who wish to come to BCC.
Contact with Brevard Economic Development Council.
Develop and maintain contacts with Brevard County Personnel Representatives and Employers.
Assist employers who call asking for qualified women to meet Federal Contracts.
Assist employers in meeting Equal Employment Opportunity and Affirmative Action goals.

Appendix B

BUSINESS AND INDUSTRY CONTACTS

Career Information Day. Attended by about 25 employers.
McDonnell Douglas Corporation
Canaveral National Seashore, National Park Service
Biblia Village Condominium
RCA Personnel Office
Park Electronics, Orlando
Climatrol Screen Enclosures, BCC Onsite Interviews for 11 students

Scientific Systems Services, Melbourne
Martin Marietta, Orlando
ITT-Defense, Cape Canaveral
Sunshine Entertainment Network
NASA Personnel, Kennedy Space Center

Royal Data, Inc.
City of Rockledge
Briel, Rhame, Poynter, and Houser,
Architects and Engineers, Melbourne
Harris Corporation, Melbourne
Scientific Systems Services, Melbourne
Fairchild Testline Division, Titusville
Control Electric, Titusville
Public Defender's Office, Rockledge
State Attorney's Office, Rockledge
Computest, Titusville
EG&G, Cocoa and Kennedy Space Center
ROVAC Corporation, Rockledge
Personnel Department of the City of Titusville
United Space Boosters, Kennedy Space Center
Vinton Industries, Rockledge
Florida Power and Light Company
Planning Research Corporation (PRC)
Brevard County Personnel Office
Cadillac Gage
Holiday Inn
Raytheon
Pan Am
Southern Scientific Associates
Mark Acaley Associates
Sears

On-site:

Boeing Services International, Cocoa Beach
MEDICOMP, Inc.
DBA Systems
Challenger Marine
Galaxy Metals
Precision Shapes
Titusville Police Department
Brevard Economic Development Council
Solar Energy Center

Appendix C Letter to Business and Industry Representatives for Seminar

February 23, 1983

Mr. Paul Joyal
Joyal Enterprises, Inc.
1710 Wickham Road
Melbourne, FL 32901

Dear Mr. Joyal:

I appreciate your willingness to participate in our non-traditional careers seminar, "Better Jobs for Women in the Eighties", on March 3, 1983. It will be held in the Vocational Auditorium on the BCC Cocoa Campus from 9:00 a.m. to 12 noon. The portion of the program in which you will participate will begin at 9:15 a.m., but I would appreciate it if you could be in the auditorium by 8:45 a.m.

The purpose of this seminar is to develop an awareness on the part of the audience of non-traditional job opportunities. As a panel member discussing non-traditional employment, you have been allotted 5 to 7 minutes to discuss this topic. Elena Flom will be your panel moderator. If you wish to use any media in your presentation, please let me know so that I can have the necessary equipment available for you. Also, will you please send me a brief, biographical sketch which Dr. Flom may use for the purposes of introduction. Just send it to the Cocoa Campus, address listed below, attention Sheila China.

The audience will be composed primarily of women, although it is open to everyone. I have also invited counselors and Occupational Placement Specialists both from BCC and the public schools. Traditionally, women have very little information about non-traditional jobs and may be unfamiliar with the field that you represent. I am enclosing a list of questions which the moderator for your panel will ask you to respond to. In addition, I am enclosing a map of the Cocoa Campus, for your convenience.

Again, thank you for your willingness to participate. Please call me at 632-1111, extension 4600 if you have any questions, suggestions, or if you prefer to give me your biographical sketch over the phone. Also, unless you request otherwise, the names of all panel members and their business phone numbers will be released to local media as part of our effort to publicize the seminar.

I look forward to a very productive seminar and hope that you will find it a rewarding experience.

Sincerely,

Sheila China
Placement Specialist
Non-traditional careers

SC/df

Women are making new tracks

By BILLY COX
TODAY Staff Writer

If you're in a rut at work and need a change of scenery, you might want to consider a non-traditional job (NTJ). According to the Department of Labor, that means you'd be in a profession where your sex is outnumbered by a 3-1 ratio. If a move like that sounds a bit intimidating, there's a seminar at Brevard Community College on Thursday designed to assuage your apprehensions.

Although the program is titled "Better Jobs for Women in the Eighties," the session is open to anyone who feels locked out of a career because of sex. Sponsored by WENDI (the American Association of Women in Community and Junior Colleges) and BCC, the program will advise interested listeners on how to obtain NTJ grants and features a number of role model panelists.

Some of them, like Sharon Hollenback, had to make it without such assistance. She started out in pursuit of a degree in nursing, but she cancelled those plans to get married. After a divorce left her with two children to raise alone on a job that paid her so little she had to rely on food stamps, Hollenback decided to go for a better-paying job. So, six years ago, she applied at Brinks Security.

"When I first went in, the manager said, 'I'm not looking for a secretary.' I said, 'That's OK, I'm not looking for a secretarial position.' "

Hollenback went on to take a job as a driver for a Brinks armored truck, and after having worked traditional jobs in department stores, the transition into a NTJ was actually easier than she expected. "I was prepared for a certain amount of joking, since I was the only woman working with 12 men," she said, "but they didn't give me too hard a time. There may be some resentment, but if there is, they keep it to themselves. Or else I'm oblivious to it."

TODAY Photo by Marianne Thomas

Truck driver Sharon Hollenback is one of many women in non-traditional careers

Hollenback says her niche has given her a new dimension of self-respect and confidence, not to mention the fact that she now knows how to handle a gun safely. Still, she says her success with an NTJ isn't necessarily a typical story.

"I had a girlfriend once who got a job working with machine tools," Hollenback recalls. "Her co-workers were hostile about it, and they gave her such a hard time, she eventually got out of it. So you either learn to deal with it or you get out."

Hollenback says individual style may be as crucial an element as any other factor. "I didn't come in with the idea of proving something to men," she says. "I wasn't going to be an obnoxious women's libber. I was just looking for a job with good pay. Actually, there's nothing wrong with staying at home. As a matter of fact, I was angry that I even had to work, because I really felt I should be looking after the kids.

"When a person wants to get into a non-traditional job, they have to be flexible about it. If you go in with hostility, like you're trying to out-do men, that kind of war is self-defeating and serves no purpose."

That's probably what five other role models will stress when they join Hollenback on the NTJ panel. Included in the forum will be women who've become a dermatologist, a manager for Harris Semiconductor, a small business owner, a field engineer for Martin Marietta, and a materials handler for a supply warehouse.

Also featured will be business and industry panelists, from Brevard County Sheriff Jake Miller to United Technologies Personnel Director Jerry Hope, on hand to advise listeners about job prospects.

The seminar begins at 8:30 a.m. Thursday and lasts until noon at the vocational auditorium of BCC's Cocoa campus. At 1:15 p.m., anyone who wants to stay can meet with WENDI specialists who will elaborate on BCC courses designed to help people pursue NTJ opportunities. The seminar is open to the public, free of charge.

Newspaper article on Nontraditional Job Seminar, March 1, 1983, TODAY Newspaper Appendix D

Appendix E Copy of BCC INTERCOM article on Nontraditional Job Seminar 27

BREVARD COMMUNITY COLLEGE
INTERCOM

Volume 17, Number 22 Thursday, February 24, 1983

WENDI SEMINAR OPEN TO EVERYONE

On Thursday, March 3 Continuing Education for Women (WENDI) will present a free seminar, "Better Jobs for Women in the Eighties" in the Vocational Auditorium on the Cocoa Campus. The seminar is being co-sponsored by the American Association of Women in Community and Junior Colleges and the Cocoa Campus Career Center.

The seminar is from 8:30 a.m. to 12 noon and has two segments. the morning segment will feature two panels – one, a panel of women role models working in non-traditional occupations, and the second a panel of business and industry representatives discussing opportunities for women in non-traditional careers and trends for the future in their company.

From 1:15 to 2:30 p.m. activities will include a tour of campus facilities, an Educational Opportunities Workshop in room V-186, and a Job Opportunities Workshop in V-187.

Everyone is invited to attend.

FACULTY/STAFF ACTIVITIES

Judy Smith and *Albert Dionne*, two students from argumentation and debate class, will discuss "Academic and Social Opportunities at BCC" as guests on BCC ON THE AIR this Sunday, February 27: WEZY 99.3 FM at 6:30 a.m. and WEZY 1350 AM at 10 a.m.

Bette Singer was selected Business Associate of the Year by the Space Port Chapter of the American Business Women's Association at their February meeting. *Bette* is Coordinator of Curriculum and Staff Development for Adult Community and Continuing Education. She was nominated by *Jo Ann Macherzs*.

Dr. Rosemary G. Layne, Dean of Special Programs, has assumed the position of President of the Florida Association of Staff and Program Development (FASPD). The purpose of FASPD is to contribute to the productive utilization of the Florida Plan for Staff and Program Development. *Dr. Layne* had previously served as Vice President and Newsletter Editor for the organization.

WANT ADS

For Sale: Apple Computer, 48K Apple II Plus with lower case adapter – $975; call Del Fox at Cocoa ext. 2969.

For Rent: 2 bedroom & 2 bath apartment unfurnished, beginning April 1, Melbourne area, five minutes away from the Melbourne Campus – $385 month; call Elke Ford at Cocoa ext. 2240 or 254-0933 after 6 p.m.

For Sale: diningroom furniture/4 french provincial chairs and table with one leaf; livingroom furniture/modern teak & cane framed sofa & chair in beige, chrome-glass coffee & end table – $500 for all; call Elke Ford at Cocoa ext. 2240 or 254-0933 after 6 p.m.

For Sale: Plymouth Satellite Sebring 74, excellent running condition, needs body work – $500; call Elke Ford at Cocoa ext. 2240 or 254-0933 after 6 p.m.

Wanted to Rent: 3 bedroom, 2 bath home – $375 to $450/month; call Stephany at Cocoa ext. 2000.

MARCH EXHIBITS ANNOUNCED

During March the COCOA FINE ARTS GALLERY will present an exhibition of ceramic pieces by Kent McLaughlin and watercolors by Fred Messersmith.

A former student of BCC, Kent McLaughlin has gained recognition throughout Florida. Using a wide variety of ceramic shapes created by wheel and hand-building techniques and various glaze explorations, his ceramics exhibit a strong relationship between visual form and utilitarian function.

Presently teaching art at Stetson University, Messersmith has received numerous display and publication awards throughout the United States and his work is included in many private collections. The paintings displayed are examples of Messersmith's 35 years of experience and skill in the medium of

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Presently teaching art at Stetson University, Messersmith has received numerous display and publication awards throughout the United States and his work is included in many private collections. The paintings displayed are examples of Messersmith's 25 years of experience and skill in the medium of watercolor. Using subjects from both nature and manmade materials, the paintings exhibit an almost limitless variety and combination of watercolor mediums and techniques.

During March the MELBOURNE FINE ARTS GALLERY will present an exhibition of ceramics by Greg Wooten and acrylic paintings by Susan Martin.

Wooten's ceramic pieces candidly exhibit the artist's interests in using clay as an expressive visual material. Working in ceramics at the Indian River Pottery Shop since 1972, Wooten's wheel-thrown pieces exhibit a variety of distinct, yet inter-related shape, glaze, and texture construction techniques. The exhibit includes a four-place setting of dinnerware that is exceptional in its execution and result.

Using an almost realistic style, Martin's acrylic paintings may be characterized by their hard-edge well-defined color patterns based upon nature as subject. Her work has earned numerous exhibition awards throughout Florida and has been included in various private collections such as the Brevard Art Center, Walt Disney, Burdines, and of late, the Orange County Convention Civic Center.

The Galleries are open to the public Monday through Friday from 10 a.m. until 2 p.m.

* * * * * * * * * * *

OFFICE OF COLLEGE RELATIONS — Pat D. Smith

Appendix F Letter to High School Principals

BREVARD COMMUNITY COLLEGE

REPLY TO:

February 7, 1983

On behalf of Brevard Community College's Cocoa Campus, it is my pleasure to invite you, your counselors, and Occupational Placement Specialists to attend a seminar, "Better Jobs for Women in the 80s: Non-Traditional Careers." This seminar is being held in the Vocational Auditorium, Cocoa Campus, from 8:30 a.m. to 12:00 noon on March 3, 1983. The program features two panels: (1) One composed of women who have been successfully employed in non-traditional careers will describe their jobs, training and experiences; and (2) one composed of representatives from business and industry will discuss their company's needs for women in non-traditional jobs. At the conclusion of the morning program, students may have lunch in the BCC Cafeteria or bring a brown bag lunch. After lunch, there will be a program from 1:15 - 2:45 p.m. with optional activities, including a tour of campus facilities, an Educational Opportunities Workshop, or an Employment Opportunities Workshop. This guided tour will afford an opportunity to explore, in depth, training and services available at BCC.

The seminar will be an excellent opportunity for the young women at your high school, particularly those who have good math, mechanical or science skills and interest, to learn firsthand about current job opportunities. Will you make it possible for students who fit this description to accompany counselors or occupational specialists to the seminar?

Will you designate a person on your staff to be a contact person for our office? Sheila China of the Continuing Education for Women staff will be calling your secretary the week of February 14 to answer any questions about the day's activities, learn the identification of your designee, and to give information as needed. A copy of the goals of the workshop and its format will be sent to your Occupational Placement Specialist and Counselor for Seniors in the next week.

District Administration ◻ Cocoa Campus ◻ 1519 Clearlake Road ◻ Cocoa, Florida 32922 ◻ (305) 632-1111
Titusville Campus ◻ 1111 North Washington Avenue ◻ Titusville, Florida 32780 ◻ (305) 269-5664
Melbourne Campus ◻ 3865 North Wickham Road ◻ Melbourne, Florida 32935 ◻ (305) 254-0305
Patrick Center ◻ P. O. Box 4636 ◻ Patrick Air Force Base, Florida 32925 ◻ (305) 784-1911

I have enclosed a map of our BCC Cocoa Campus.

Please do not hesitate to call me at 632-1111, Extension 4603/4604, if I may be of further assistance.

Sincerely,

Marilyn VanderLugt
Coordinator, Career Center

Enclosure: As stated

MV/df

Appendix G Letter to High School Counselors and Occupational Placement Specialists

February 15, 1983

Dear :

On behalf of Brevard Community College's Cocoa Campus, it is my pleasure to invite you and some of your students to attend a seminar, "Better Jobs for Women in the 80s: Non-Traditional Careers." The morning segment is being held in the Vocational Auditorium, Cocoa Campus, from 8:30 a.m. to 12:00 noon, Thursday, March 3. The program features two panels: (1) One composed of women, successfully employed in non-traditional careers, who will describe their jobs, training, and experiences; and (2) One composed of representatives from business and industry who will discuss their company's needs for women in non-traditional jobs. At the conclusion of the morning program, students may have lunch in the BCC Cafeteria or bring a brown bag lunch. After lunch, there will be a program from 1:15 - 2:45 p.m. with optional activities, including a tour of campus facilities, an Educational Opportunities Workshop, or an Employment Opportunities Workshop.

The seminar will be an excellent opportunity for the young women at your high school, particularly those who have good math, mechanical or science skills and interest, to learn firsthand about current job opportunities. Will you make it possible for students who fit this description to accompany you to the seminar?

A letter of invitation has been sent to your principal inviting him as well as counselors, OPS, and students to the seminar. The principal was asked to designate a contact person and we will be calling his office this week to obtain the name of his designee. You will be sent programs for the seminar as soon as they are available.

We look forward to your participation at the seminar and hope that we have a good turnout of counselors and students. It is a chance for students to spend the day on the BCC Campus getting information on careers and on opportunities here at the college.

I have enclosed a map of our BCC Cocoa Campus.

Please do not hesitate to call me at 632-1111, Extensions 4603/4604, if I may be of further assistance.

Sincerely,

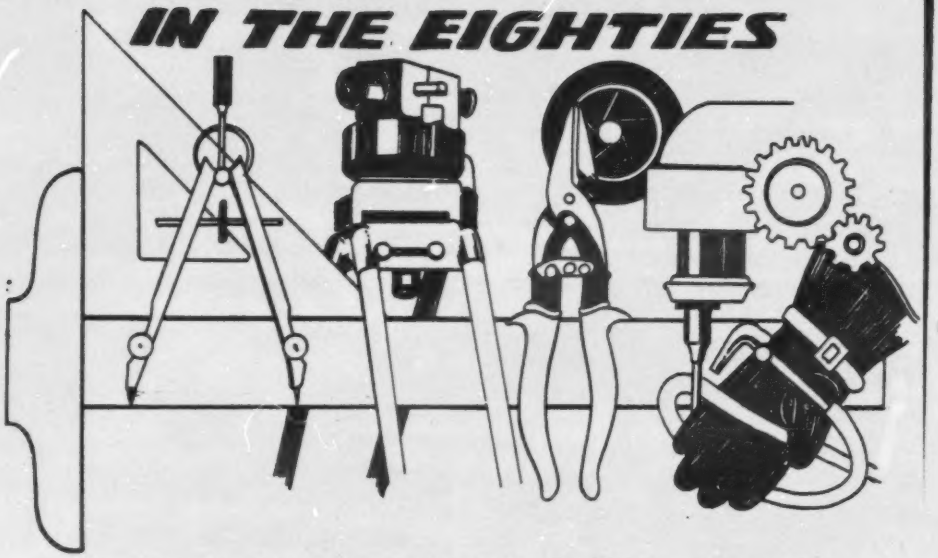
Marilyn VanderLugt
Coordinator, Career Center

Enclosure: As stated

MV/df

Appendix H Outreach Flyer for Nontraditional Jobs Seminar

BETTER JOBS FOR WOMEN IN THE EIGHTIES



WANT TO TRY SOMETHING NEW?

NEED A GOOD JOB?

WANT MORE MONEY AND HIGHER PAY?

COME TO A NON-TRADITIONAL JOB OPPORTUNITIES SEMINAR

FEATURING:

- BUSINESS AND INDUSTRIES PANEL
- PANEL OF WOMEN IN NON-TRADITIONAL CAREERS

SPONSORED BY:
WENDI
AMERICAN ASSOCIATION OF WOMEN IN COMMUNITY & JUNIOR COLLEGES
CAREER CENTER • COCOA CAMPUS

THURSDAY, MARCH 3, 1983
8:30 A.M. – 2:30 P.M.
VOCATIONAL AUDITORIUM
BREVARD COMMUNITY COLLEGE
COCOA CAMPUS

FOR MORE INFORMATION ON THIS FREE SEMINAR
PLEASE CALL SHEILA CHINA:
632-1111, extension 4803

Brevard Community College is an equal opportunity/equal access institution.

24-a-

APPENDIX I Program for Non-traditional Job Opportunities Seminar

3. Job Opportunities Workshop: A representative from Florida State Employment Service will discuss how to use their services, current job openings, and OJT. Room V-187.

STAFF MEMBERS

Dr. Muriel K. Heimer, Provost, Cocoa Campus and President, AAWCJC

Ms. Joanne Nicholson, Dean of Student Services Cocoa Campus

Ms. Laura Woodward, WENDI Coordinator

Ms. Meme Thomas, Acting WENDI Class Coordinator

Ms. Kathy Hogan, Acting WENDI Secretary

Ms. Marilyn VanderLugt, Coordinator, Cocoa Career Center

Ms. Sheila China, Placement Specialist

Ms. Debi Darrock, Student Assistant

BREVARD COMMUNITY COLLEGE

Maxwell C. King, President

BOARD OF TRUSTEES

Mrs. J. J. Parrish, Jr., Chairperson
Roger W. Dobson, Vice Chairperson
Ralph M. Williams, Jr.
Mrs. Irene H. Burnett
Phillip F. Nohrr

Brevard Community College is an equal opportunity/ equal access institution.

BREVARD COMMUNITY COLLEGE

Continuing Education for Women
(WENDI)

Presents a Seminar
on Non-Traditional Careers

BETTER JOBS FOR WOMEN IN THE EIGHTIES

Cosponsored by the Amer. Assoc. of Women in Community and Junior Colleges and the Career Center, Cocoa Campus

Thursday, March 3, 1983
BCC Cocoa Campus
Vocational Auditorium
&30 A.M. - 12:00 noon
Optional Activities 1:15 - 2:30 P.M.

Open to the Public - FREE

Program

8:30 a.m. Registration, Vocational Auditorium
Vocational Building
BCC Cocoa Campus

9:00 a.m. Welcome
Dr. Muriel K. Heimer, Provost
Cocoa Campus

9:05 a.m. Introduction:
"What is Non-Traditional?"
Sheila China, Placement Specialist

9:15 a.m. Panel of Representatives from Business and Industry Discussing Non-Traditional Employment Opportunities for Women:

Dr. Elena Flom, Assistant to the President
Melbourne Campus, BCC - Moderator

Selwyn Edwards, Director of Personnel
Government Information Systems Division
(Harris Corporation)

Robert Gandolfi
President, W&J Construction Co.

Jerry Hope, Personnel Manager
United Technologies United Space Boosters

Nancy King
Employment Administration Supervisor
EG&G, Fla. Incorporated

Jake Miller, Sheriff
Brevard County Sheriff's Office

Monia Yust, Coordinator of Recruitment
Holmes Regional Medical Center

10:15 a.m. Coffee Break

10:30 a.m. "How to Decide" (Group Participation)
Marilyn VanderLugt, Coordinator,
Career Center

1:00 a.m. Panel of Women Discussing Their Employment in Non-Traditional Jobs

Ms. Laura Woodward,
WENDI Coordinator - Moderator

Meral Anderson, Manager
Semiconductor Division (Harris Corporation)

Laurette Bryan, M.D.
Dermatologist, Rockledge, FL

Sharon Hollenback
Driver, Brink's Security

Jeanne Kerwin, Materials Handler
Babcock Building Supply

Joan Moore, President
Florida Waterbed Corporation

Jill White, Field Engineer
Martin Marietta

11:50 a.m. Wrap up and Evaluation
Meme Thomas, Acting WENDI Class Coordinator

12:00 noon LUNCH

1:15 p.m. Optional Activities:
Participants desiring more information on educational, job, and service opportunities are invited to select one of the following activities:
1. Services at BCC: A guided tour of the Learning Lab, library and other facilities will start from the Student Center Lounge (across the hall from the cafeteria).
Tour Leader: Jim Morris
2. Educational Opportunities Workshop:
Representatives from Financial Aid, Student Services, Career Center, Learning Lab, WENDI, Special Services, NIP, COOP and CETA.
Room V-186. (contd)

PROGRAM CORRECTION: Paul M. Joyal, President of Joyal Enterprises, Inc. and President of the Home Builders Association of Brevard replaces Mr. Robert Gandolfi.

PANEL FOR THE EDUCATIONAL OPPORTUNITIES WORKSHOP
V-186

Jim Morris	New Initiatives Program (NIP)
Marilyn VanderLugt	Career Center
Jill Geiger	Financial Aid
Meme Thomas	WENDI Program & Special Services
Dr. Raymond Kosiba	Cooperative Education (COOP)
Alan Thornquest	Student Services
Dorothy Moore	Learning Lab
Adam Bostick	CETA

PANEL FOR THE JOB OPPORTUNITIES WORKSHOP
V-187

Debbie Twiss	Florida State Employment Service
Ray Edwards	Division of Forestry
Ellen Hone	Florida Bureau of Apprenticeship Training
Trooper Selma Barfield	Florida Highway Patrol
Theresa Prezioso	Displaced Homemaker Placement Specialist
	Florida Department of Transportation

STAFF DEVELOPMENT

WENDI instructors Barbara Barna, Clair Knollinger, Mary Ernst, Yvette Boodhoo, Susan Jennings, and Meme Thomas were able to attend the "Learning Power" workshop in the Board Room, Cocoa Campus, on Nov. 2 and 3. Among other things the workshop dealt with handling stress, using creative analogies for problem solving, and recognizing and correcting habitual patterns of thought and speech which hamper success.

WENDI ADVISORY COMMITTEE

The WENDI Advisory Committee for 1982-83 has been selected and has held its first meeting on November 30, at 12:00 noon in the Community Dining Room. The twelve member committee reviewed recent activities of the WENDI program, addressed the issue of publicity, and planned for special seminars during the coming year.

COMMUNITY OUTREACH

Requests have continued to come in this fall from diverse community organizations for WENDI staff speakers. For instance:

- Nancy McCormick on "Balancing the Home and the Job" to Federally Employed Women in Titusville
- Joy Forrest to Cocoa-Rockledge Women's League
- Sheila China and Marilyn VanderLugt on career and non-traditional job opportunities to Head Start teachers at Monroe Center in Cocoa
- Marilyn VanderLugt to the Pi Beta chapter of Beta Sigma Phi on "Learning to Earn"
- Mary Martha Robinson on "Stress Management for Working Mothers" to Palm Bay Jaycettes
- Meme Thomas on "The Stress of Non-Assertion" to Cocoa Business and Professional Women

SCHOLARSHIP DONATIONS

Mr. Donald Jackson of TRW paid a personal visit to the WENDI office in October with a check for $400 for the WENDI Scholarship Fund! This will enable selected women to enroll in a WENDI class and have an opportunity to focus on their personal and career goals. The WENDI office is open for recommendations for scholarship recipients, and for continued personal and community interest in donations to the fund.

ROLE MODELING

WENDI continues to receive inquiry about its exemplary program. In November, Dr. Holcombe sent us a doctorial candidate in Administration from the University of Florida, to become acquainted with how we successfully function. Our founder, Dr. Kay Heimer, Cocoa Provost, made sure the Southern Association Accreditation team received a folder of brochures describing our seminars and classes. The University of Oklahoma has an M.A. intern with us for Terms I and II. Our expertise continues to contribute to the productivity and growth of others.

NON-TRADITIONAL SEMINAR

The "Non-Traditional Job Opportunities for Women" Seminar for 1982-83 is tentatively scheduled for March 3, 1983. Last year's successful format will be followed, and the WENDI Advisory Committee, as well as WENDI staff and instructors, will be submitting names for the role-model and business and industry panels.

NON-TRADITIONAL OCCUPATIONS GRANT

The grant entitled "Special Placement and Follow-up Assistance to Persons Entering Non-Traditional Occupations" has been refunded by the Vocational Educational Division, Florida Department of Education, through June 30, 1983. The grant is currently being administered and implemented in the WENDI Office.

Sheila China, Placement Specialist for this grant, is offering information, support, and placement assistance to any person interested in non-traditional jobs and/or training. Last spring, industry tours were planned with the Harris Corporation and NASA for graduating BCC students in non-traditional fields. It's anticipated that the tours will become an annual event. Many of the June graduates are now successfully employed and work is ongoing to develop employment opportunities with Brevard County business and industry. For more information, call Sheila at 632-1111, Ext. 205/320/363, in the Career Planning and Placement Office, C-122.

Appendix K Outreach Letter for Student Mail-out - December 1982

BREVARD COMMUNITY COLLEGE

REPLY TO:

January 4, 1983

Dear Student:

Janice K. was enrolled in the Electronic Technology Program and graduated in June, 1982. I first met her in late April. Janice was desperately in need of a job and was a "nervous" job seeker. The good news is that Janice is successfully employed at one of the leading contractors at Kennedy Space Center. The bad news is that the way was long and tedious, and the process took four months.

Will you allow me to help you get going early on your job finding process? My name is Sheila China. For the past ten months I've been with the WENDI Program and assisting students like Janice with career counseling, job finding skills/ resume writing, support counseling, and confidence building.

This is provided for you (all non-traditional students) under a grant from the Florida Department of Education, Vocational Education Division. In addition to the above, I offer assistance in job placement and work in cooperation with the Career Planning and Placement Office on BCC's Cocoa Campus in C-122 to help place you. I have job market information and receive job vacancy announcements from Brevard County, the State of Florida, and several of the local cities, as well as working on job development with local business and industry.

Several special events are held throughout the year including "Career Days" in the spring sponsored by the Career Planning and Placement Office, and a seminar sponsored annually by the WENDI Program and held in February on "Non-traditional Job Opportunities for Women" featuring a role model panel and a panel of business and industry representatives. Watch for more information on these events.

One important part of my job is to get to know you so I can help you. I'm in the Career Planning and Placement Office, C-122, on Tuesday, Wednesday, and Friday from 8 till 4, except on Fridays until 3. Stop by the office; I'd like to meet you and discuss your career plans. Please fill out the enclosed questionnaire while it is in hand and return as soon as possible. The deadline for return is January 18, 1983.

I'll plan to have lunch in the cafeteria on Wednesdays (at a table overlooking the lake) from 12 till 1 p.m. in case you'd like to join me for conversation about your schoolwork, career goals, family/work schedule, or anything that is important to you.

If you have any questions or I can be of assistance, please feel free to call me at 632-1111, Ext. 205, 320, or 363.

Sincerely,

Sheila

SKC/dg
Enclosures

Sheila K. China, Placement Specialist
Continuing Education for Women (WENDI)

District Administration ◻ Cocoa Campus ◻ 1519 Clearlake Road ◻ Cocoa, Florida 32922 ◻ (305) 632-1111
Titusville Campus ◻ 1111 North Washington Avenue ◻ Titusville, Florida 32780 ◻ (305) 269-5664
Melbourne Campus ◻ 3865 North Wickham Road ◻ Melbourne, Florida 32935 ◻ (305) 254-0305
Patrick Center ◻ P. O. Box 4636 ◻ Patrick Air Force Base, Florida 32925 ◻ (305) 784-1911

Appendix L Questionnaire for outreach letters to students - December 1982

Are you interested in using Placement Services through the WENDI Program under the new grant to assist persons entering non-traditional occupations? YES_____NO_____

NAME_____

ADDRESS_____

PHONE NUMBER_____

COLLEGE MAJOR_____

GRADUATION DATE_____

FURTHER EDUCATION - Will you be continuing your education at another College or University?_____

Do you need information on what Educational Opportunities there are?_____

EMPLOYMENT GOALS:

a. When will you be ready to seek a job?_____

b. What type of work are you interested in?_____

c. Have you had related work experience in your field?_____

d. Have you prior work experience that has given you other skills?_____

e. What kind of a work environment do you prefer? Such as, work indoors, outdoors, quiet, work with others as a team, or group, work alone, like to see a finished product?_____

f. What geographical area of the county would you like to work in?_____

g. Are you looking for a job elsewhere in Florida or in another state?_____

h. Is someone else assisting you with job placement? YES_____NO_____

If yes, Name and Phone number_____

 (please use back if needed)

Appendix M Follow-up letter for tracking, training, and placements

BREVARD COMMUNITY COLLEGE

REPLY TO:

April 29, 1983

Dear

Would you do me a favor?

I'm doing follow-up for the WENDI grant on non-traditional jobs for women, and we are very interested in knowing what happened to you as a result of your interaction with our program. When we talked, you may have been exploring options, interested in taking a WENDI class, going to BCC, or looking for a job. Accountability is the name of the game, and the way we know whether we're doing our job is getting feedback as to whether we've been able to assist people. All replies will be confidential.

Will you take time to complete this form and return in the enclosed self-addressed envelope? Feel free to fill out whatever portion of this form applies to you and to write in any comments you would like to share. Then just return in the enclosed envelope.

We at WENDI love to hear from you and our phone number is 632-1111, Ext. 4603. Feel free to call if you have questions, need assistance, or just have something you'd like to share.

THANK YOU FOR YOUR ASSISTANCE!

Sincerely,

Sheila

Sheila K. China, Placement Specialist
Continuing Education for Women (WENDI)

SKC/df

Enclosures

Appendix N Questionnaire for Follow-up in Tracking Placements in Training and Jobs

WENDI PROGRAM
"NON-TRADITIONAL CAREERS"

Follow-up Questionnaire

Your feedback about this program is very important to our planning efforts. Please take a few minutes to explain why you came in and your feelings regarding the services. All replies will be kept confidential.

We appreciate your help!

NAME _____

ADDRESS _____

_____

PHONE _____

1. The reason I came to the program was (check as many as appropriate):

_____ information concerning
_____ occupations
_____ education/training
_____ other
_____ assistance in choosing a satisfying occupation
_____ discuss my career plans/concerns with a career consultant
_____ looking for a job, and wanted some help
_____ wanted help in a specific area, such as resume writing, etc.
(specify area) _____
_____ other (specify) _____

Circle the number that best represents your answer.

2. The information I received from the program will help me reach my goals.

1 2 3 4 5 6 7
not at all yes, definitely

3. This program provides a needed service and I would like to see it continued.

1 2 3 4 5 6 7
disagree strongly agree

4. I would definitely use the service again if the need arose.

1 2 3 4 5 6 7
disagree strongly agree

830427/df222a-2

5. What happened as a result of the program? (Check as many as appropriate.)

_____ gathered information about:
  _____ occupations
  _____ education/training
  _____ other
_____ made a decision
_____ discussed career plans and concerns with the career planning consultant
_____ received employment assistance, such as job leads, strategies for getting job leads, etc.
_____ received assistance with writing my resume
_____ received encouragement and support from the career planning consultant
_____ was given helpful handouts and/or referred to printed information
_____ other (specify) _____

6. Current status:

Have you started taking classes at BCC? _____
If yes, what is your major?

Have you entered into other training, such as CETA, or a private training course? _____ If yes, what training are you taking?

Have you been employed since talking with the non-traditional placement specialist? _____
If yes, where are you employed and what is your position? _____
_____ Beginning salary? _____

7. What was the most helpful aspect of the program?

8. How many individual appointments have you had with the career planning consultant?

1 2 3 4 5 6 or more

9. Additional comments or suggestions:

Please be sure to call on us if we can be of any help to you in the future.

830427/df222a-2

Appendix O Copy of article on Nontraditional Grant in CAPSULE, BCC Newspaper

Career center helps students land non-traditional jobs

Adam Latham
CAPSULE editor

Since January of 1982, Brevard Community College has been helping students who are majoring in non-traditional fields find jobs. But the grant, provided by the Florida Department of Education, will end June 30 of this year.

B.C.C. has applied for a new grant, and according to Shiela China, the programs director, it is important because "information about the job market is critical and there doesn't seem to be too many places to get that information".

Non-traditional jobs would be nursing, waitressing, and social sciences for men; and engineering, construction work, and electronics for women. Non-traditional jobs are defined as any job that the opposite sex makes up less than 15 percent of the work force.

This year, as part of B.C.C.'s WENDI program, the career department mailed out information to over 900 women and 50 men who are currently majoring in non-traditional jobs. China said the disparity in the number of women and men pursuing non-traditional jobs is due to the fact the traditional women's job are lower paying.

Currently, the only expense in the grant is Shiela China's salary, it does not pay for the extra secretarial duties and office expense.

She describes her job as having five parts:

(1) Assisting in the transition from school to work and teaching a student how to market himself, and teaching job finding skills;

(2) Working with women who making the transition from homemaker to student or worker;

(3) Giving information about the job market, about local employers, current and factual information on where the opportunities are and where technology is going;

(4) Educating people about non-traditional jobs; and

(5) Giving support and encouragement, which, according to China, may be the key in getting a job.

So far, not many men have taken advantage of this program, but the WENDI program has helped over 1500 women find jobs. They provide seminars and workshops for students and work with individual students for weeks or months because it may take them that long to find a job.

Shiela China said the impact of the program has been felt in the community, and that "We've always known about the value of non-traditional careers in the WENDI program, but we have never had a special grant, like this one, to address that before."

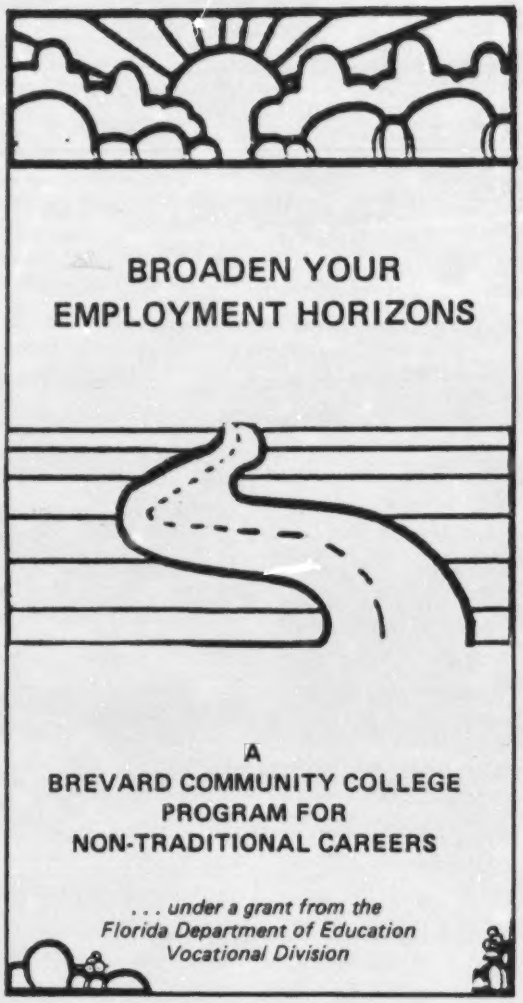
For more information contact Shiela China at Cocoa extension 4603.

APPENDIX P Outreach Brochure for Buiness and Industry

BREVARD COMMUNITY COLLEGE
Maxwell C. King, President

BOARD OF TRUSTEES
Mrs. J. J. Parrish, Jr., Chairperson
Roger W. Dobson, Vice Chairperson
Mrs. Irene H. Burnett
Philip F. Nohrr
Ralph M. Williams, Jr.

Brevard Community College is an equal opportunity/equal access institution.



PROGRAM FOR NON-TRADITIONAL CAREERS

A grant to the WENDI Program from the Florida Department of Education to assist persons entering non-traditional careers.

The grant provides:

- outreach and awareness development for opportunities in non-traditional careers
- career exploration
- assistance into training at BCC
- employability skills training –
  - resume writing
  - interview techniques
  - job finding skills
  - job market information
- placement services for graduating students and
- liaison with business and industry

What is a Non-Traditional Career?

- Any occupation that has been thought of as only men's work or only women's work.
- An educational program that has a low percentage of one sex or another enrolled.
  - Examples for men are nursing, clerical occupations, cosmetology, bookkeeping and more.
  - Examples for women are drafters, electronic technicians, machinists, environmental technicians, skilled trades and more.

Working in cooperation with Brevard County employers to:

- Help provide access to trained and qualified men and women in non-traditional career fields.
- Assist employers in meeting Equal Employment Opportunity and Affirmative Action goals.
- Provide linkage between Brevard Community College and Brevard business and industry by keeping current with job market trends.
- Provide liaison between students and the current labor market in Brevard County in helping them target their training and future goals to meet the needs of business.
- Provides Placement Specialist housed in BCC Career Center/Placement Office to facilitate working with employers, setting up interviews with students, etc.

Wendi

FOR MORE INFORMATION CALL:

SHEILA CHINA
Placement Specialist
Brevard Community College
632-1111

Appendix Q Information sheet developed for BCC and Job Finding

EDUCATION AND JOB INFORMATION

Opportunities at BCC:

1. WENDI Program: Ext. 4260, Student Center, Rm. 204

   Vocational Readiness/Job Preparation
   Assertive Communication
   Career Exploration and Development

2. Continuing Education - Dr. Blubaugh, A-117, Ext. 3180 or 3190
   Adult Basic Education - Dr. Marquess, A-122, Ext. 2060 or 2300

3. Career Planning and Placement Office - Marilyn VanderLugt, Coordinator; LeRoy Darby, Career Planning and Placement Specialist, C-122, Ext. 4601

   Testing:
   - Strong Campbell Interest Inventory
   - Myers-Briggs Personality Indicator
   - GATB (General Aptitude Test Battery)
   - Career Assessment Inventory (CAI)
   - Major-Minor Finder
   - Hand Tools Test
   - Valpar
   - CHOICES

   Placement: Students who are registered at BCC or who are graduates of BCC may register for job placement at the Career Planning and Placement Office.

4. Learning Lab: C-108, Ext. 3630
   GED Preparation (TABE)

5. Cooperative Education Office - Dr. Kosiba, A-204, Ext. 3660 or 3670
   For BCC students: Check for requirements on number of credit hours completed and GAP standing.

6. College Career Work Experience Program:

   Must be: A full-time student
   A graduate of a Florida High School or Florida GED
   Have resided in Florida for two years.
   Contact: Jill Geiger, Financial Aid Office, Student Center, Rm. 203 C, Ext. 3620

   JOB Market Information:

   The Best Way: Personal contacts: 80% of people get their jobs through the people they know; friends, neighbors, relatives. Let everyone know you're looking for a job, even the mailman.
   The Visible Job Market: 20% of people get their jobs this way. Read the want ads. Use the telephone book as a tool to find companies to call on and contact. Use your public library. Ask for the Occupational Outlook Handbook, the Dictionary of Occupational Titles, and the Guide to Occupational Exploration.

7. Jobs with Brevard County: Apply with Brevard County at the Personnel Office Merritt Island Courthouse, Room 280. Two jobs which offer training are Emergency Medical Services Aide (EMT Aide) and Firefighter.

Education and Job Information (contd)

8. Florida State Employment Service (FSES): 806 Forrest Avenue, Cocoa, 636-5511. Fill out a registration form with them.

9. While at FSES, you may also want to fill out an application for employment with the State of Florida. Some job possibilities with the State are:

   Dept. of Transportation (Office and garage at Sharpes, Florida)
   Dept. of Agriculture:
   Div. of Forestry, Office off of 520 near Astro Stadium, Cocoa
   Health & Rehabilitative Services (HRS). HRS provides social services for the State of Florida. Located at 705 Avocado Avenue, Monroe Center, Cocoa. Also have offices in Titusville and Melbourne.

10. Federal Employment: Ask for a blue card at Florida State Employment Service and send it to the Office of Personnel Management in Orlando. They will send you the proper application which you return to the address they indicate. You may have to take a test for your field. You should then be on the register for all civil service jobs in Brevard County including:
    NASA, Kennedy Space Center.
    Patrick Air Force Base and Canaveral Air Force Station

11. Other possibilities: Kelly Services, 625 Florida Avenue, Cocoa.
    Apply 9-11 and 1-3, Monday-Thursday
    Brevard County School Board, 1260 Florida Avenue, Cocoa, 631-1911
    BCC Personnel Office, A-114, Ext. 3150